Work Awareness...

A viable work experience program for elementary schools.

Alberta

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PREFACE

The first week in November is Canada Career Week, a time for students to talk about careers and explore the relationship between themselves and the world of work. Individual activities and approaches might differ widely, but the Career Week goal remains constant -- TO HELP CANADA'S YOUNG PEOPLE MAKE CAREER DECISIONS IN AN INFORMED MANNER. It is not intended that career education be limited to this one week. Rather, the week should be viewed as an ideal opportunity to launch and highlight activities which can be carried out throughout the year.

What is career education? It's a systematic program of activities and experiences designed to INCREASE KNOWLEDGE AND UNDERSTANDING OF SELF, OTHERS, OCCUPATIONS, EDUCATION AND TRAINING PATHS, JOB SEARCH SKILLS AND DECISION-MAKING STRATEGIES.

While specific career planning in schools occurs mainly at the secondary level, the foundation of self-knowledge, self-acceptance, and interpersonal skills needed to plan career goals is laid much earlier. Thus career education within the elementary school setting has a very meaningful role to play.

As educators we know that elementary school children appear to learn particularly well by doing, through first-hand experience. It would seem appropriate therefore to implement an experiential element to the career education process with this age group.

The thrust of career education within the elementary school

grades incorporates the following elements:

I SELF AWARENESS AND ACCEPTANCE

II RELATING TO OTHERS

III LIFE CAREERS (INTERESTS, ABILITIES, OCCUPATIONS)

Most Departments of Education provide curriculum guidelines which outline a variety of activities that address these elements from kindergarten through Grade 6. One element that has not been formally addressed to date, however, is Work Awareness. This booklet will focus on this additional important element.

The Work Awareness concept offers the elementary school-aged child the opportunity to experience the three elements of a career education program in a realistic, everyday way. It also provides children the chance to establish sound foundations for later success on the job by exposing them at an early age to the world of work and the importance of positive attitudes and work habits.

Children are surrounded by people in the work world everyday. A Work Awareness program gives them the chance to participate in this world and offers them the opportunity to develop:

1. an awareness of how they can be of assistance to others;
2. a recognition by others of being of assistance;
3. a positive sense of themselves;
4. an awareness and sensitivity to others;
5. skills as decision-makers on their own behalf;
6. responsibility to and beyond themselves;
7. an active and meaningful place for themselves in a work environment;

8. an opportunity to experience the transition from school to work.

This publication's purpose is to outline one way in which a Work Awareness program might be implemented within the elementary school. The program describes activities for Division II, grades 4, 5 and 6 and offers suggested ways for adapting these activities to the needs of children in Division I.

A WORK AWARENESS PROGRAM IN ELEMENTARY SCHOOL

Elementary school children are exposed to, and affected by, people working everyday. Through positive or negative impressions - at school, in the home, or through the outside environment - they acquire a sense of what work is and what value is placed on work. But rarely do they get the opportunity to realistically experience this world of work and formulate their own opinions on its meaning to their lives.

A Work Awareness program gives elementary school children the chance to participate in meaningful activities, both within the classroom and the school as a whole. Obvious benefits of such a program include exposing children at an early age to some of the wide range of occupational opportunities open to them and introducing them to the realities (expectations) of the work world. A less obvious, but equally important benefit, is the development of positive self-concepts which are basic to children's understanding of their importance in the adult world.

To this end, it is critical that the children are involved in valuable work activities that contribute to the efficient running of the school community. They must be recognized and valued by peers and significant school staff for their unique work contributions. "Make Work" projects, created only to occupy time, defeat the program's entire purpose.

But what kinds of jobs can elementary school children realistically perform? And how, in the course of the school's regular

operation, can valuable work experiences be provided?

In the sections that follow, typical school-based jobs and guidelines for implementing a Work Awareness program are described.

A. Work Activities For the Elementary Student

1. Management Committee Members

The Management Committee is comprised of one staff member, the Program Coordinator (usually the school counsellor), and - depending on the size of the school - six to eight Grade VI students. This Committee organizes, manages and runs the operation of the Work Awareness program. Under the supervision of the Program Coordinator, students on the Committee may perform a variety of administrative tasks including: receiving job requests; publicizing job openings; assisting applicants in making job selections, completing application forms and preparing for interviews; and possibly responding to concerns of workers or employers. For additional information on the operation of the Management Committee, see Section B.

To ensure program continuity, employees should be prepared to commit themselves to the Management Committee positions for a minimum of four months and optimally for the full year. The time commitment for this job may be heavier at the program's start and at change of term or season. If the Program Coordinator does not have access to the Management Committee during regular school free times (i.e. lunch, recess, before/after school hours), a small amount of class time may have to be used for training and organizing purposes.

Members of the Management Committee should be more mature students who have organizational abilities, are aware of others' feelings and know how to present themselves to others. The employer would be the Program Coordinator (i.e. school counsellor, or any teacher or other staff member interested in the area).

2. **Tutors**

Students could serve in one-to-one tutoring situations in a variety of academic areas: mathematics drill, phonetic drill, story reading, story writing, etc. Specific activities and time required would be determined by the teacher of the student needing tutoring. The matching of personalities is a critical factor for this job area.

In the majority of cases, tutoring would be for a limited but specific period of time, particularly when skill development is the objective. Clear guidelines must be given to the tutor as to the activity to be undertaken, extent of tutor involvement, and authority to redirect or change activities as the need arises. Weekly sessions with the tutor and teacher to evaluate success, program activities and possible redirection are essential to the success of this activity.

Candidates for tutor positions should be knowledgeable in their chosen subject areas. They should be friendly and patient, with good listening skills and able to work with others in a supportive role. The employer would be the teacher of the pupil receiving tutoring.

3. **Teaming**

A similar approach as that outlined for tutoring can be applied when using whole classes, for example, matching a Grade 4 class with a Grade 1 class. Given the varied levels of ability in both classes, the activities appear to work best when they are shared experiences rather than actual tutoring. Some activity areas that have proven interesting are: art, music, crafts and drama (e.g. puppetry). Separate weekly discussions with both groups are advisable for reasons outlined under **Tutors**. The employer would be the two teachers of the classrooms involved.

4. **Welcoming Committee**

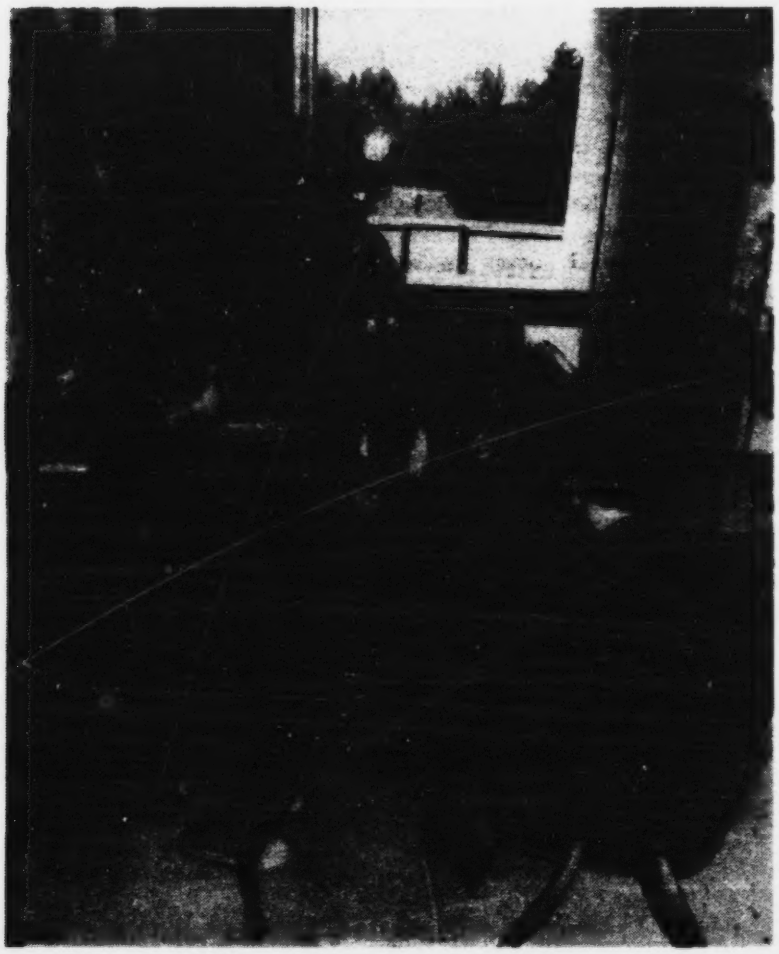
A small group of children, working in pairs (boy and girl) can be available to welcome new students to the school. Included in their responsibilities could be: introductions to the various school personnel with whom they will come in contact, a tour of all facilities and discussion of school routines. Candidates for these positions should be familiar with the school's operation and have outgoing personalities. The employer would be the administrative personnel.

5. **Peer Counsellors**

Peer counselling offers students the opportunity to seek out other students for help when they are experiencing frustration, concern, worry or a school-related problem. Personal problems would continue to be discussed and dealt with by the school counsellor. Peer counsellors listen to and help others by offering time, support and alternatives, but little or no advice. They care about others and are sensitive to others' thoughts and feelings. Rather than being an

advice-giver/problem solver, the peer counsellor is a sensitive listener, using communication skills to facilitate self-exploration and decision-making.

A training period will be necessary to develop appropriate communication skills and procedural guidelines. The employer is available for support or assistance when requested and should remain in contact with the peer counsellors on a regular basis (weekly) to discuss any concerns that arise and to review how the program is working. The employer would be the school counsellor, school administrator or staff member who has been given counselling responsibilities.



6. **Kindergarten Program Aides**

Children in the higher elementary grades can perform a variety of job duties in this area. They can help prepare materials (mix paints, get out and return paper, puzzles, games, etc.), tidy activity centres, read stories or transcribe picture stories. They can assist with taking outdoor clothing off and on during the cooler seasons and in teaching shoe-tying. Employees can serve as playground partners when classes break for recess. Candidates for these positions should be friendly and good listeners who are able to work with and help younger children in a supportive (not dominating) way. The employer would be the kindergarten teacher.

7. **"Big Brothers"/"Big Sisters"**

Older children can be paired with younger ones who may need a friend or pal for awhile, particularly during playground time. Children who are having difficulties getting along or new pupils to the

school are possible candidates for little brothers/sisters. Choosing the little brothers/sisters would be done by referrals from teachers, administrators or parents. Candidates for "big" brother/sister positions should be friendly individuals who are able to talk with, listen to and work with younger children. The employer would be the school counsellor or staff member responsible for counselling functions.

8. **Monitors**

Students can monitor traffic flows in such areas as halls, washroom areas and doors at entry and dismissal times. In this job, it is important to avoid placing the monitor in a long-term situation where

directing of others is necessary. Ongoing and/or inappropriate use of power may jeopardize the monitor's position with peers in other settings. One solution is to rotate the monitor job among several students over the week (e.g. Bill on Monday; Mary on Tuesday). An additional consideration may be to change the week's monitors every month or so.

Candidates for monitor jobs should display tact and diplomacy. They must be able to persuade peers in a friendly (non-intimidating) manner to follow school rules and therefore should have the demonstrated respect of their school mates from other associations. The employer would be the school's administrative personnel.

9. **School Improvements**

Beautification Crew: A group of students with artistic interests and abilities may become involved in seasonal or theme decoration of the common areas of the school building (auditorium, halls, offices). The employer would be the administrative personnel.

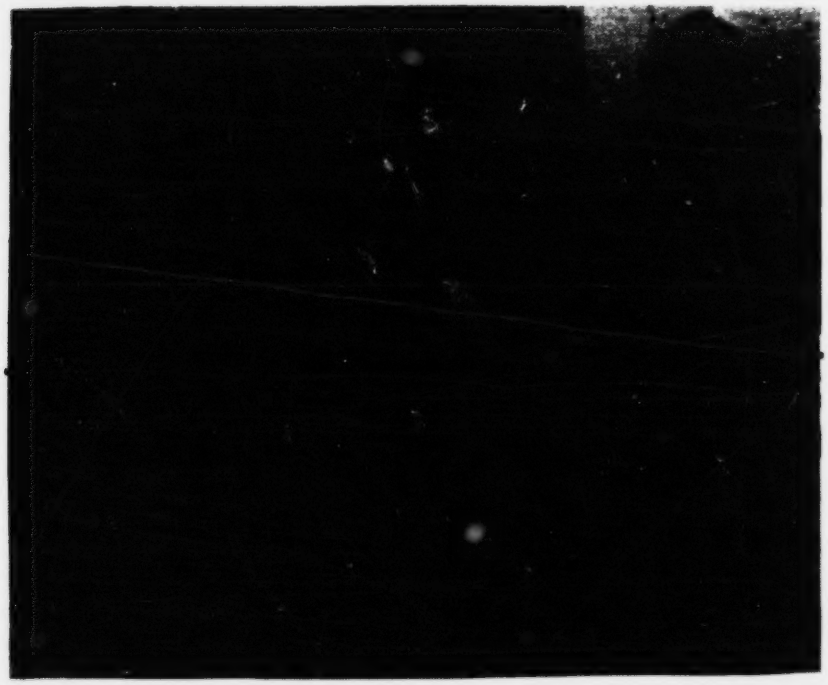
Playground Facilities Planners: Upgrading of yard equipment (e.g. adventure playground or tire playground) for recess or sports events can be considered. A group of interested students may form to investigate the school's playground facilities and make recommendations regarding needs and possible improvements. Any ideas or plans emerging from the group's research would be presented to the Administration for consideration.

Implementation of any plan would probably require additional resources in the form of professional planners, parents, work groups, money or equipment. The playground planners' role may end at the

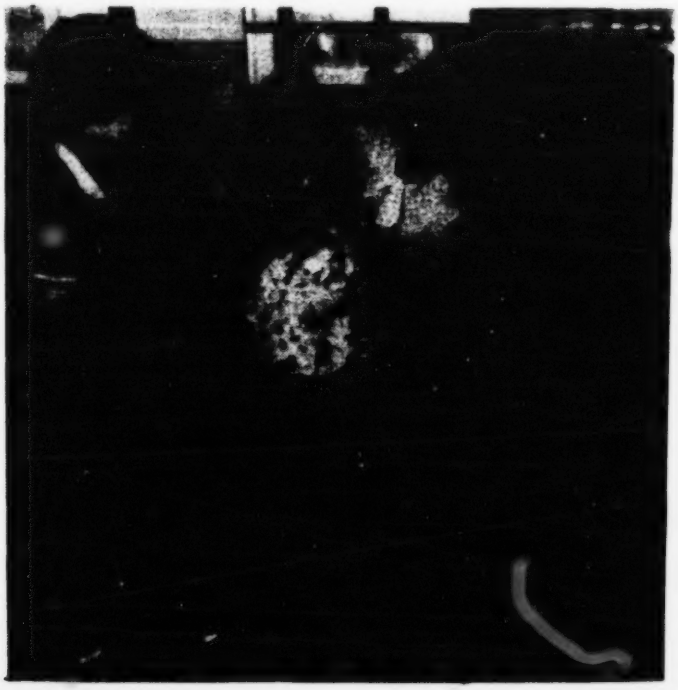
recommendation stage or continue, with the Administration's approval, into the implementation stage. Candidates for the facilities planning crew should display artistic (design, drafting) interests and abilities. The employer would be the Administrator.

10. **Operational Jobs**

Food Sellers: Milk and ice cream sales could be performed by students to help with the lunchroom program. Students could also assist with food sales or other food service-related activities on other occasions such as during regular cafeteria service, staff meetings, school teas, track meets, field days, etc. Food sellers should be able to handle money and meet the public in a friendly manner. The employer would be the staff personnel who has been given this responsibility.



Garbage Disposal Team: Students could assist caretaking staff by gathering waste basket material at mid-day or other appropriate times as determined by the employer. This is particularly useful if lunches are eaten in the classrooms. Candidates for these positions should be cooperative, neat and careful individuals. They should be able to take direction and make decisions about items to be disposed. The employer would be the caretaking staff.

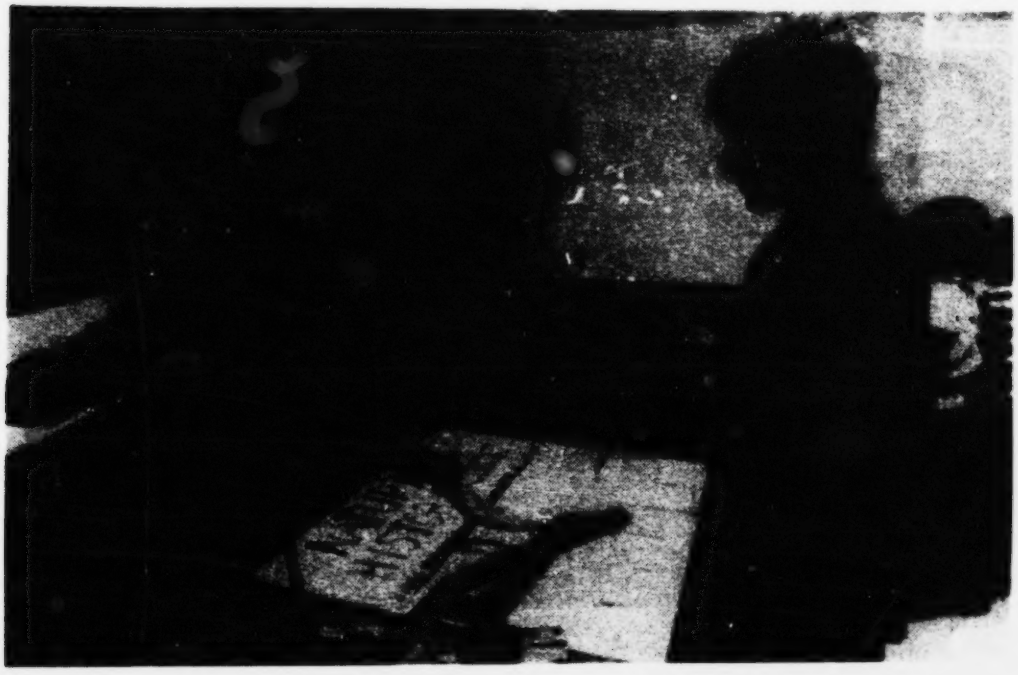


Office Assistants: Students could help with distribution and collection of supplies and collating and packaging of materials (i.e. handbooks, newsletters) for distribution. These employees should be familiar with the operation of appropriate office equipment such as ditto machines, photocopiers, paper cutters, etc. The employer would be the school secretary.

11. **Program Aides**

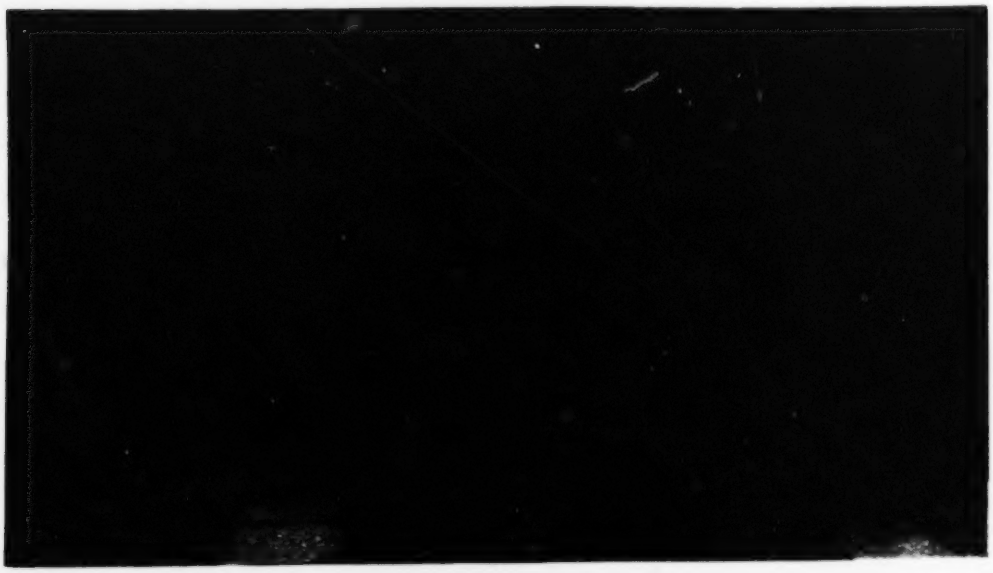
Audio-Visual Aides: Students could help with school productions, particularly those special occasions requiring sight/sound materials. In this job, workers are expected to handle and operate film strip machines, movie projectors, public address systems, etc. The employees may also be responsible for training class aides to assist in each classroom. Candidates to these positions should have an interest in and facility with mechanical things. The employer would be a staff member with training and/or interest in the area.

Science Aides: Workers could help keep the science room facilities in good working order, or design procedures for using or borrowing materials required in the classroom or at science fairs. Candidates for these positions should be interested in science, and display a curious, investigative mind. The employer would be the staff member designated as the science specialist, or someone interested in the area.



Recreation Aides: Students can help plan and supervise games and activities during extended recess time (lunch hours) for those younger children who find organized play time more enjoyable. These workers also could be available to help organize special sports events during the year (i.e. field days, track meets, etc.). Recreation aides should be interested in athletic activities and be knowledgeable about the equipment and rules of games and sports. Athletic abilities are not a mandatory prerequisite. Recreation aides should also display organizational skills and be able to work with and direct others in a friendly, supportive way. The employer would be the staff member designated as the physical education specialist, or someone who is interested in the area.

Library Aides: Students could help with signing out, returning and shelving books, as well as maintaining audio-visual aids and bulletin board displays within the library area. This work can be done before school, during the noon hour or at recess - whenever the library is open to students. Library aide candidates should display interest in library work - they should enjoy books and reading; be neat and organized; and be able to work quietly and independently. The employer would be the librarian or staff member responsible for the library facilities.



Sports Equipment Aides: These workers could help keep the sports equipment and sports facilities in good working order, design procedures for students to use or borrow equipment, or help organize special sports events throughout the year. Sports equipment aides should be interested in sports activities (though not necessarily

skilled in the area) and knowledgeable about sports equipment. They should have organizational abilities, and be able to interact well with others. The employer would be the staff member designated as the physical education specialist, or someone interested in the area.

Stage Crew: Students could help design, build, set up and move lighting and props during musical or dramatic performances or other special school events requiring staging. Candidates for the stage crew should be interested in artistic productions and have some mechanical skills. The employer would be the staff member with training or interest in the area.

12. **School Newspaper**

As with any newspaper, a student newspaper needs reporters, a managing editor, art director, advertising director, film/tape crew, etc. The number of issues published would be determined by the students and staff. Personal qualities of candidates for the newspaper staff, depending on the specific job applied for, should include any of the following: interest and abilities in writing, interviewing, filming, graphic art and layout. Often within a school, a particular class chooses to take on the responsibility of producing the school paper. This approach is perfectly workable within the framework of

the Work Awareness program. The employer would be staff members interested in the area.

B. How To Set Up A Work Awareness Program

1. Program Coordinator

The Work Awareness Program starts with a person (the Program Coordinator) or several people who believe that:

(a) career education and self-development are as important as other aspects of the curriculum;

(b) a program approach is the way to ensure that career education occurs in the school;

(c) a common factor in people who see themselves as successful is a positive sense of self, and the development of this positive self-image in children requires that they experience being valued, important participants within their environment;

(d) children are participant learners (learn best through personal experience); and

(e) work awareness is a programmed approach which takes career education from classroom discussion into the world of experience.

2. Initial Planning

The Program Coordinator's first task is to determine what currently exists in the school with respect to career education and self-development for the chosen grade and/or school level. Next, the concepts considered to be essential ingredients of the program must be identified; for example, awareness of personal interests, abilities, skills; awareness of others; knowledge of the world of work.

From here, the Program Coordinator must decide how a Work Awareness program can best fit into the existing school structure in terms

of meeting its objectives and timing considerations. When should the program start? How long should it operate (short-term, all year)? How many activities should be included? How many students or grades should be involved (one class, several classes, a whole division)? For greatest success, particularly in the early years of operation, it is critical that the program is managably sized and paced in terms of the Coordinator's other responsibilities, the size of the school, other responsibilities of all involved, and the interest of co-workers in participating.

3. Administration/Staff Support

Armed with a well conceived proposal, the Coordinator next approaches the Administration to discuss his/her interest in the program, and to seek support. In particular, the Coordinator should stress that the time spent on the program is not extra or separate from the curriculum but is, in fact, very much part of it. Through Work Awareness, students get practical experience in developing their communication, writing and mathematics skills. They are also exposed to acceptable work habits and behaviors and commitment to and preparation for assignments - qualities that contribute to their overall class performance, as well as their success as workers.

Working together, the Administrator and Program Coordinator develop the details of the program's operation. If other staff members are to become involved, it is critical to discuss the program's objectives and direction with them, at the same time seeking their support and suggestions.

4. **Parent Support**

Whatever the size of the program (one class or whole school), the parents of all those who may potentially become participants should be informed of the program's intent and operational procedures. In particular, it is important to inform parents (perhaps by way of a note from the Administration) that the program does not replace or detract from the regular curriculum but, in fact, extends and enhances it.

5. **Needs Assessment**

Once the concept has been accepted and the specific guidelines developed, the Work Awareness program can begin. The first step involves identifying the school job needs. In what areas could the students provide a valuable service?

Under the direction of the Program Coordinator and with the support of the staff, the Grade VI class(es) can proceed to interview all school personnel: teachers, administrators, caretaking and support staff, and the students themselves. A tour through the school's entire operation - halls, washrooms, gymnasium, auditorium, classrooms, laboratories, storage rooms, cafeteria, library, yard and other facilities - may yield a number of potential jobs.

If a Career Education component is in place as part of the Health Curriculum, the needs assessment can serve as an excellent introductory activity for the Grade VI class in the early fall. As an outgrowth of the needs assessment, an initial list of jobs can be developed.

At this point, the Management Committee should be set up to take over the organizational responsibilities of the program. The Management Committee positions are the first Work Awareness jobs to be advertised and filled. The Program Coordinator as employer, recruits to these positions using the steps outlined in sections 6 and 8.

The first task of the Management Committee is to evaluate as appropriate, workable and feasible, those jobs identified by the needs assessment. In some instances, clarification or approval by specific staff or the Administration may be necessary.

6. Developing the Job List

From those jobs identified as appropriate and necessary, the Management Committee sends out job description forms to be completed by the employers (see sample job description, page 22). Information contained in the job description includes:

Job Title

Job Description

Skills Required

Time Commitment

Number of Workers Required

Employer and Location of Work

Application Procedures

Times and Places of Interviews

Completed job descriptions are returned to the Management Committee who organizes them according to work categories (i.e. tutors, monitors, etc.) and posts them on a central bulletin board which has been made available specifically for this purpose. All students

JOB DESCRIPTION

for

_____

Name of Employer(s) _____

Work Place _____

Job Description _____

_____

_____

Worker Responsibilities _____

_____

_____

_____

_____

_____

Time Required _____

Mon. _____ Tues. _____ Wed. _____ Thurs. _____ Fri. ____

Start Date _____ End Date _____

Skills Required _____

_____

_____

_____

_____

_____

Give Applications To _____

By _____ On _____

Interviews will be held at _____

in Room _____

should be made aware of the board's existence.

The initial needs assessment will identify the most obvious and immediate jobs. During the rest of the year, other jobs will emerge due to circumstances or season. As the need arises, new job orders can be placed with the Management Committee, using the same procedure.

7. **Employee Responsibilities**

Students interested in participating in the Work Awareness program should -

. consult the job board and evaluate the requirements of each advertised job in relation to their interests, skills and abilities.

. decide if the time commitment is acceptable, considering other school and personal responsibilities. (If it is not, but the student is still interested in the position, see if the time commitment can be negotiated with the employer.)

. apply for the position(s) which interest them, in the manner indicated in the job advertisement. This may be in the form of an application form obtained from the Management Comittee, completed, and submitted to the employer. It may also be direct signing up for an interview with the employer.

. seek out members of the Management Committee for assistance in getting more information on specific jobs, completing application forms, practicing for interviews, or any other work-related matter that may concern them.

. be willing to commit themselves to a job (i.e. be on time, perform the task as directed to the best of their ability, approach the job with a positive attitude, etc.).

. be willing to discuss concerns about the job with the employer, to ask questions when unsure, and to use their initiative, but with care.

. maintain a time sheet (if required) for each job, to be signed by the employer and submitted to the Management Committee at the end of each job.

. maintain a log/diary of personal experiences and observations to be used as a reference during debriefing activities.

8. **Employer Responsibilities**

The employer is responsible for:

. identifying the job need.

. creating the job description and submitting it to the Management Committee.

. receiving applications and/or setting up interview schedules.

. interviewing candidates for the job.

. selecting the worker(s).

. signing a contract between the employee and employer, with copies going to each plus one to the Management Committee (see sample contract, page 25).

. meeting with the worker(s) to outline job duties and expectations.

. being available to provide training, direction and support for the employee(s). The employer is responsible for providing an initial training session to familiarize the employee(s) with any procedures, equipment and/or materials they may be required to use on the job. As work progresses, the employer is also responsible for any

CONTRACT

Student Work Awareness

Name of School _____

Name of Employer(s) _____

Name of Student Employee _____

Job Title _____

Job Description _____

_____

_____

Worker Responsibilities _____

_____

_____

_____

_____

_____

Time Required _____

Mon. _____ Tues. _____ Wed. _____ Thurs. _____ Fri. _____

Start Date _____ End Date _____

I, _____ agree to work for _____

_____ as a _____.

I understand the job responsibilities to be as listed on the contract.

The time commitment will be as indicated above.

_____ _____

Employer Student Employee

_____ _____

Coordinator - Work Awareness Program Date

retraining or day-to-day supervision as required.

9. Job Commitment

For any program to grow and thrive, commitment is required on the part of all concerned.

Because students need to learn new skills and work routines and gain credibility as responsible workers, they should be prepared to commit themselves to the job for the specified duration. Employers, on the other hand, should be prepared to commit the time and energy required to recruit, train, supervise and support student workers. The Program Coordinator has the added responsibilities of initiating the program, recruiting, training and supervising the Management Committee, and generally overseeing the day-to-day administration of the program.

Coming to a decision about appropriate time commitments for the student employees may be difficult, particularly in the program's first year of operation. Each job has its own time commitment and this may vary, from short-term tasks such as hall monitoring or shoe-tying training, to a year-long stint for Management Committee members. For some particularly time-consuming jobs, special criteria may have to be considered, such as academic excellence, or job sharing or job rotation. All students considering joining the Work Awareness program should be advised that their regular classroom performance cannot be allowed to suffer due to commitment in work activities.

The Program Coordinator may choose to monitor the time commitments of all workers, either by casual observation and discussion with staff or participating students, or formal collection of time

sheets. If students appear to be over-extending themselves in the program, the Committee or Program Coordinator may be required to discuss the situation with them.

10. Resolving Conflicts

Occasions may arise where the employee, employer or both feel the contract is not working. For whatever reason - the job is no longer required, the employee no longer has sufficient time or interest to commit to the job - an approach should be made to the Management Committee to discuss the problem. Cancellation or redefinition of the contract may result.

11. Follow-up and Debriefing

As the employee successfully completes each job, she/he should be presented with a diploma signed by the employer and the Program Coordinator or Administrator. The diploma stands as an award, a "credit" to the employee, a tangible acknowledgement for a job well done. The diploma itself may take a variety of forms (teacher supply stores routinely carry books of sample certificates which can be adapted), but should include the name of the job performed, some comment on the quality of performance, and possibly an indication of time commitment. For the students, the diploma may become their first work commendation or reference and may be used to secure jobs outside the school setting.

In addition to the diploma, students involved in the Work Awareness program will likely want to talk about their experiences, their views and sometimes their concerns. For younger children in

particular, the opportunity to identify and share feelings around their experiences is invaluable.

With the Coordinator and/or classroom teacher acting as group leader(s), debriefing sessions along the lines of the Magic Circle format, should become a regular feature of the program. Groups should be kept to a manageable size and formed on the basis of greatest potential for shared experiences (e.g. home class locations or work role designations).

During these discussion periods, concepts such as responsibility, commitment, helping others, and performing a worthwhile service can be raised. As the children recount their experiences on the job, specific skills and strengths required to perform satisfactorily can be identified. They can then be lead to discover within themselves those abilities and qualities that make them important, valuable and productive contributors to the school community.

In preparation for these discussion sessions, or in addition to them, children who take a job can be encouraged to keep a log or diary of their experiences and feelings. The diary/log itself may remain a very personal and private document. In this instance, the value lies in the doing, rather than the sharing.

12. Evaluation

At year's end, a formal evaluation of the Work Awareness program will be invaluable in formulating recommendations for improvements and enhancements to next year's program. All parties involved in or affected by the program should be interviewed or surveyed.

The Management Committee can interview all employers regarding

their perceptions of the program's impact on the students involved and the class. Sample questions which could be posed include:

Was your class activity changed (helped or hindered) by having a Work Awareness person? If so, in what way?

How could the program be improved?

Would you be an employer again?

Would you do anything differently?

In separate informal discussions, the Program Coordinator may want to sound out the participating staff and Administration with questions similar to the above. This exercise may reaffirm the comments gathered by the Management Committee, but it may also elicit more candid reactions or more in-depth responses which would add to the evaluation data.

Through formal written evaluations (or informal conversations with notes taken), the Management Committee can survey a sampling of employees that include representatives from all work areas. Typical questions posed to get employee reactions include:

What did you get out of the Work Awareness experience?

Did you like the experience? What did you like? Dislike?

If you could, would you participate again?

What would you do differently?

If you could choose any job, what would it be?

How did you manage your time, i.e. keeping up with classroom work, personal responsibilities and the Work Awareness job?

Did you have to make any changes with respect to your usual activities? If so, what were they?

The evaluation of parents too can be elicited through a follow-up letter sent by the Administrator and Program Coordinator. In the letter, parents can be asked for their feedback regarding the program and its possible impact within the home in terms of developing self-concept, personal responsibility, positive attitudes, etc.

13. Application to Division I: Grades 1, 2 and 3

With certain modifications, the Work Awareness program as outlined for Division II, grades 4, 5 and 6 can be applied to and implemented with Division I, Grades 1, 2 and 3. In essence, the program is run in miniature. The work setting becomes the classroom rather than the school as a whole. The size of the job, complexity of tasks, daily time spent and total length of commitment are appropriately reduced to accommodate the student workers' abilities and attention spans. Although the formal nature of the application procedure, record keeping (time sheets), and contracts may be eliminated, the presentation of a diploma, as outlined in Section 11, page 27, should be retained. The program is operated informally as an extension of the many "helper" tasks that young elementary children traditionally perform for the teacher.

Some jobs that Division I children have successfully performed include: being a special pal to someone who needs a friend; cleaning boards and brushes; working on the class newspaper; helping with bulletin boards; acting as door monitor, office monitor, class librarian, cloakroom organizer, audiovisual aide, book monitor, gym equipment attendant, welcome committee member, or tutor.

C. Information Sharing

Most teachers in the classroom have, at one time or another, had students helping them or other students. In essence, that's really all this program is - with a more formalized and somewhat broader approach.

With this publication, we hope to encourage you to focus your endeavors more closely on the Work Awareness concept. No doubt the activities we've listed merely scratch the surface. You probably have had interesting and exciting experiences of your own which would enhance the program. If you are interested in sharing your experiences with us, we're interested in hearing from you. In this way, the program can grow and improve for the benefit of all.

Please send an outline of your Work Awareness activity/program to:

Career Services Branch
Alberta Manpower
201 Sun Building
10363 - 108 Street
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POOR

QUALITY

ORIGINAL